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enterprise. To this end, it is urged that the undertaking be of worth-while size and importance, that a written contract be executed by pupil, parent, and teacher, that the work continue for at least six months, and that complete records of hours of labor, expenses, income, and profits be kept. Specific suggestions concerning the relating of the instruction in school to the work on the project and the supervising of the home work are included. Lesson plans and methods of conducting field trips are treated in a somewhat detailed manner, specific examples being described in each case.

In presenting outlines of four years of work in agriculture for students of secondary grade, the author points out many problems which are likely to arise in organizing the projects for a group of pupils and explains the steps that should be taken in leading the pupil to a final decision with reference to his undertaking. The first year's work is concerned with plant life, dealing with problems pertaining to the preparation of the soil and the seed, the cultivation of the growing plant, protection of plants against insects, diseases, and weeds, and the management of harvesting and marketing. The second year's work is also general in character and deals with animal life. In the third and fourth years the pupils are given opportunities for making more extensive studies along the lines of their special interests and for dealing with the managerial phase of farming. A separate chapter presents some practical considerations in connection with farm mechanics. The general principles which should be mastered by the pupil are outlined, and specific projects are suggested. It is the aim of this course to prepare the student to do the ordinary repair work of the machinery used in connection with his farm activities.

In the final chapter on "The Future of Agricultural Education" the author contends that practical farm experience should be a requirement of those who become teachers of agriculture. For those who have not had sufficient successful experience, it is urged that they be required to conduct an animal or a plant project in connection with their training as the best means of preparing them for effective service in supervising similar activities on the part of their future pupils.

The book seems to meet adequately the demands of a text for students in training for positions as teachers of agriculture in schools of secondary grade. It should also prove a valuable handbook for those already engaged in such teaching.

N. B. HENRY

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*A state school survey.*—One of the most significant developments of the school-survey movement is that of the state survey. The state is the unit of educational authority and, in order to proceed constructively in the organization and administration of the whole public school system, needs accurate and reliable information as to the efficiency of the various types of schools and of the various lines of work offered in the courses of study. The securing of such reliable data on a state-wide scale has been made possible through the

refinement of various methods employed in making school surveys, and especially through the refinement of standard tests and the technique of employing them in the measuring of those aspects of public education that are most vital as a basis for future development. This development in technique in the use of tests is well illustrated in the recent report of the Virginia school survey.<sup>1</sup> The purposes of the survey staff in designing and giving the tests are clearly stated in the opening paragraph of the introduction:

First, to measure by standard tests the results of instruction; secondly, to establish standards of accomplishment for certain educational conditions peculiar to the South and exemplified in Virginia; thirdly, to stimulate teachers and others to an increased interest in and understanding of the modern educational methods involved. These three projects appeared to warrant the introduction into a state survey of an instrument which had already proved its value in many city and local surveys [p. ix].

The form of the report on the tests is excellent. The first chapter gives the measurement program, and the second includes a summary of the results and the recommendations. Chapters iii to vii inclusive present the details of the test results in reading, primary reading, arithmetic, handwriting, and spelling. The statistical tables have been carefully prepared in keeping with the purposes set forth, and the interpretation of the tables and other data is greatly aided by the free use of excellent graphs which give one a ready visualization of the significance of the facts. Chapter viii gives the results of the intelligence tests and discusses their value as a basis for grouping elementary-school pupils. The reliability of the reading tests as a basis for grouping is compared with that of the intelligence tests. Chapter ix presents the grouping of the Virginia children. Chapter x is a brief account of the one-teacher schools, while chapters xi and xii are devoted to the results of the composition and algebra tests in the high schools.

This book not only contributes to the field of survey materials, in which it presents a considerable body of excellent data for comparative purposes, but is also very helpful for students of tests and statistics. Its discussions are clear and point to definite objectives in education. It will be particularly helpful to students of education who face the difficult problem of discovering valid interpretations of statistical data and in employing their interpretations as a basis for determining constructive measures for educational development.

H. W. NUTT

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*Business opportunities for women.*—One of the difficulties encountered by the individual facing the problem of a choice of occupation is the lack of available information concerning the specific requirements of the different occupations considered. There is a tendency on the part of employers to study many of the occupations in an analytical manner as a means of improving

<sup>1</sup> M. E. HAGGERTY and OTHERS, *Virginia Public Schools. Part Two: Educational Tests*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. xii+235. \$2.40.